

Call to Order

The P-16 Council convened June 10, 2008, at 9 a.m. ET at the Council on Postsecondary Education, Meeting Room A, Frankfort, Kentucky. Chair Jeanne Ferguson presided.

Roll Call

Members present: Dianne Bazell representing Bradford Cowgill, Ron Daley, Elaine Farris representing Jon Draud, Jeanne Ferguson, Judith Gibbons, Reecie Stagnolia representing Sarah Hawker, Donna Moore replacing Phyllis Maclin, Mike Kendrick representing John Marks, and Laurent Rawlings representing Helen Mountjoy. Members absent: Annette Bridges, James Cibulka, Edward Cunningham, David Bruce Rhodes, Robert McWilliams, Phillip Rogers, and Mark Wattier.

Approval of Minutes

The minutes of the March 12, 2008, meeting were approved as presented.

***Report of the Secretary
of the Education Cabinet***

No report was given.

***Report on Local P-16
Councils***

Dianne Bazell and Ron Daley reported on local P-16 Councils. Since the last P-16 Council meeting in March, funding for four local council initiatives has been awarded. Dr. Bazell reported that \$50,000 has been awarded by the Council on Postsecondary Education to these local councils:

- Big Sandy Area P-16 Council and the Maysville Area Partners for Student Success (\$18,000 each)
- Central Kentucky Area P-16 Council (\$10,000)
- Kentucky River Area P-16 Council (\$4,000)

Dr. Bazell reported that memoranda of agreement will be prepared prior to the end of this fiscal year (June 30, 2008). The agenda item describes each local council's proposed plan. Examples of initiatives include funding for support of meetings of local councils, travel of local council representatives to national meetings, and support of external speakers to local council meetings. Since Ron Daley chairs both the Kentucky River Area P-16 Council and the network of local councils, the Kentucky River Council will administer the funding used to call local council meetings. The Central Kentucky Area P-16 Council is working on a communication plan (video, PowerPoint, and publications for area schools).

Mr. Daley expressed thanks for leadership and support to the local councils by the State P-16 Council staff. He said that at the May 9, 2008, meeting of local councils, 14 local council representatives attended. The group plans to have a major conference and professional development opportunity during the coming year to which the heads of councils and others active in P-16 initiatives will be invited.

Mr. Daley provided two examples of local P-16 council activities. The Kentucky River Area P-16 Council is partnering with the Kentucky Valley Educational Coop to sponsor a conference July 30-31, 2008. The conference will focus on K-12 drop-out prevention but will include the postsecondary

sector, as well. The goal is to create a strategic plan to decrease the drop-out rate in eastern Kentucky.

Mr. Daley reported that, again, his local council partnered with the Kentucky Valley Educational Cooperative and the Kentucky Department of Education to host an event that highlighted 60 freshman, sophomore, and junior high school students from 12 school districts. The students are creating an online educational virtual community to enhance their learning opportunities and leadership capabilities. Local council members are considering the students' work as a pilot for development throughout the state.

***Update: Implementation
of the Dual Credit Task
Force Recommendations***

Elaine Farris and Dianne Bazell updated Council members on the Interagency Dual Credit Task Force recommendations, which were presented to the Kentucky Board of Education in August 2007. In June 2007, the State P-16 Council received the recommendations. Then the Council reviewed the draft of the implementation plan developed by KDE staff, led by Linda Pittenger. It is important that the work and recommendations of the task force be implemented with few additional resources from CPE, KDE, and the Education Professional Standards Board.

Five priorities were identified as attainable initiatives targeting near-term needs, given the unlikelihood of additional state funding.

- 1) Development of transitional grade 12 mathematics courses for students whose grade 11 ACT scores indicate lack of readiness for college-level work (including placement into college algebra and college calculus).
- 2) Support of the P-20 Data Work Group in designing a cross-agency warehouse to include participation, outcomes assessment, and costs of dual credit and other college-level learning opportunities and development of dual credit policies and guidelines based on this and other data-based research.
- 3) Coordination with Career Pathways and Gen Ed Transfer groups to identify existing courses that could be designated as "Dual Credit Core" and expanding the Course Applicability System (CAS) database to include the "Dual Credit Core."
- 4) Establishment of written policies regarding dual credit instructors, specifying conditions under which postsecondary faculty may teach high school teachers and standardizing and clarifying requirements for adjunct college faculty status so high school teachers can teach courses for college credit.
- 5) Ensure that students who meet eligibility standards are provided with equitable opportunity to participate in the dual credit core through a combination of delivery systems and statewide tuition and funding policies.

Ms. Farris asked that the State P-16 Council members share and discuss ideas regarding the priorities of enacting some of the strategies that can be accomplished by CPE, KDE, and EPSB working together.

Ms. Farris introduced Faith Thompson, KDE branch manager for secondary and virtual learning, and Debbie Anderson, KDE director of career and technical education. For the past two years, the Department has focused on alignment to prepare all secondary students and to link discussions of success in

high school, college, careers, and technical fields. All of these areas of education need to be aligned; all of these opportunities are needed for students to be successful. Ms. Farris referred members to the action plan beginning on page 11 of the agenda book.

She summarized that there are two items staff will be working on: (a) mathematics classes and (b) data development.

A question was asked about a statewide standard articulation agreement between the high schools and postsecondary institutions. Ms. Farris said that is one of the recommendations being discussed and will continue to be considered. Ms. Farris confirmed that districts handle the agreements in a variety of ways.

Professor Steve Newman, of Northern Kentucky University, said he is working with northern Kentucky area K-12 superintendents to formulate an articulation agreement between the superintendents and NKU for a transitional algebra course. Immediately after taking the high school course a student could take a college placement test (which they would likely take anyway upon entering the university with a previous ACT score below the readiness threshold). Students who pass the test would be able to enter college-level course or college algebra. Dr. Newman suggested that such an agreement could be used statewide.

Dr. Bazell asked Dr. Newman to talk briefly about the work to develop a statewide placement assessment. Dr. Newman said for two years a group comprising representatives from all public institutions (including community and technical colleges) and some of the independent institutions has been developing such a system—Kentucky Online Testing (KYOTE), with secure online capacity developed at the University of Kentucky. He said that Eastern Kentucky University, NKU, and Elizabethtown Community and Technical College are using the same online tests. Even institutions not using the assessment could accept the test results, thus providing a common postsecondary assessment “currency.” There are three assessments available: developmental mathematics, college algebra, and calculus. Potentially assessments in any field (e.g., trigonometry, reading, and Spanish) could be developed and delivered across the state to both high school and postsecondary students. Because the mathematics placement tests were developed using grants, building on the Kentucky Early Mathematics Testing Program (KEMTP), established by the 2000 General Assembly, the test is offered free of charge to any educational institution in the state. ECU reported that they administered the online developmental mathematics placement test to 569 middle and high school students, and it was effortless. ECU provided summer intervention programs based on these assessment results.

Dr. Bazell added that there is a statewide online Course Applicability System (CAS) in which KCTCS and all but one public four-year institution participate. She suggested CAS is another way to link high school courses and college courses.

Ms. Farris said that the next step would include she, Dr. Bazell, and staff assembling a team to work on the priorities that were pulled from the plan that require no additional funds

Ms. Farris noted that the Council often discusses college readiness and refers to ACT scores when determining it. But we must ensure that students in middle and high school have equal access and opportunity to the right kinds of courses—rigorous courses and courses and learning opportunities that will prepare them for college and ensure that they will be successful when taking the ACT. All students must be encouraged to reach for high standards and courses in Kentucky high schools.

***GEAR UP Annual Report
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Yvonne Lovell, director of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP Kentucky), presented a project brief. There are two types of GEAR UP grants. CPE operates a state grant, which is in 81 schools. There are four partnership grants at Berea College, Clinton County School District, Green River Regional Cooperative, and Western Kentucky Regional Education Cooperative. In 2002, the Council received its first GEAR UP grant. In 2005, Kentucky was awarded \$21 million over six years and produced \$21 million in matching funds from partners. The grant currently funds 81 middle and high schools and nine postsecondary education institutions and community organizations. Today, the state grant and the partnership grants work together as the Kentucky GEAR UP Alliance. The recent KnowHow2GO launch included all partnership grants.

Earlier this year, at the Scholarship for Teaching and Learning Conference, all GEAR UP programs in Kentucky worked with KDE to present the first collaborative institute for a college-going culture, which focused exclusively on the freshman transition.

Ms. Lovell directed council members' attention to the handout, "Performance Guide for a College Going Culture." She reviewed the five GEAR UP priority areas (Engagement, Access, Support, Awareness, and Rigor). These priority areas were expanded to encompass a "College Going Culture." All work in GEAR UP Kentucky is framed by these five priority areas, which form the basis for working with GEAR UP schools.

Partnerships are needed to address these areas, which require resources and information from a variety of partners. The KnowHow2GO initiative is critical to awareness activities. GEAR UP resources are disbursed in the areas where they are most needed. For example, this past year activities and resources have been concentrated in professional development and student interventions in mathematics. Members were asked to look at the handout on a summary of services to improve student achievement in 2006-08. GEAR UP schools are required to submit a plan of services that describe primary activities that the school will implement in their schools. There are 20,000 students being served by GEAR UP in grades 7 through 9.

EXPLORE, PLAN, AND ACT assessments in grades 8, 10, and 11 are critical to GEAR UP's work and help determine intervention services in GEAR UP

schools. GEAR UP schools also offer EXPLORE during grades 7 and 9, which are critical years for developing interventions for students based on their student profile. The early intervention reports describe for the school, the teacher, and the classroom each individual student's greatest needs. The assessment is juxtaposed with what the student believes is needed. Staff work with teachers to help them interpret the assessment results, with students to help them understand where they need help and what is required and expected of them, and with parents to help them understand where their students are and what their needs are. That is a significant shift in how the program operated in the past. The objective is that the percentage of students performing at national benchmark on the EXPLORE will increase by the time those students take the PLAN assessment. This objective was met with the first cohort of students (a group that took the grade 7 and grade 9 assessments), in English and reading, but not in mathematics and science. GEAR UP students compare favorably to other Kentucky students but there is still work to be done in mathematics and science.

Two approaches to the challenge include a partnership with GEAR UP and Dr. Bill Bush at the University of Louisville in a Math and Science Partnership Project designed to enhance teachers' knowledge in mathematics content (algebra) and expertise in teaching algebra. Twelve teachers participated in the first round of the project. The next round will include 24 new teachers. The other approach is mathematics coaching for middle school teachers in Knott and Hart counties—a 12-month intensive one-on-one site-based tech support program to help teachers improve specific teaching strategies in mathematics.

Funding remains a challenge for the GEAR UP program. The federal (1:1) matching requirement resulted in at least two projects losing some funding. Data collection also is an important challenge. Because there is no single student numerical identifier, it is more difficult to identify students as they move from middle school to high school to college. It is difficult to be sure that the same students are identified as they transition through the schools and sectors.

GEAR UP focuses on the core group of students who are in greatest need and provides those students with targeted services. The services may include specific academic support (tutoring), a formalized advising process using a mentoring program, or the GEAR UP ambassador club which works with students to develop leadership skills. Due to lack of funding, the program is not able to provide summer supplemental enrichment instruction for students. This is a critical piece because students served by GEAR UP are often not given that opportunity by family. GEAR UP staff continues to look for new partners, including foundations.

Judith Gibbons said she received an e-mail from the Prichard Committee which shared a report from the Center for Advanced Study of Assessment. The study questioned the use of EXPLORE, saying it does not represent a national norm because it only represents those states that use EXPLORE and, where it is given, that state probably uses it extensively. The report said it is not a national norm but a norm of the states that use the assessment. She asked how can Kentucky's GEAR UP data be compared to national norms. Dr. Bazell

responded that ACT reports that the development of its tests is based on the curricula nationwide. It assesses student knowledge of standards that reflect grade 8 curricula across the nation. So the results are based on curricula standards that have been culled from curricula across the country. Dr. Bazell said the CASA report also indicated that there are other assessments that would be just as predictive of college readiness. The problem with that is that Kentucky doesn't have a student identifier that will track a particular student's performance as s/he progresses through middle school, high school, and college. Kentucky cannot link a specific group (or percentage of students) performing at a proficient or distinguished level in high school with a group of a similar size subsequently meeting college-readiness standards. As well, the EXPLORE, PLAN, and ACT assessments are based on curricula standards and instructional methods to move to the next step of performance level. Theoretically, all GEAR UP students could achieve a level of knowledge that indicates readiness for college.

***National College-Going
Initiatives in Kentucky***

In the past several meetings, the State P-16 Council members have reviewed reports and updates on several national P-16 initiatives in which Kentucky is engaged. Dr. Bazell reported that these include: GEAR UP Kentucky (\$60+ million), Kentucky Scholars Initiative (\$500,000), Project Lead the Way (\$1 million), Advance Kentucky (\$13.2 million), and Appalachian Math and Science Partnership (\$22 million). Each of these is described in the agenda item on page 33. A map is included in the agenda item indicating where these projects are in the Commonwealth.

Policy issues include:

- 1) *Maximizing impact and expanding best practices:* How could the impact of each program be magnified through greater coordination and collaboration at state and local levels? Some districts have as many as four of these initiatives under way in their schools, but personnel may be operating in isolation and not working together. Sometimes partial funding for a project may be lost due to lack of matching funds or resources. Because of this lack of communication, federal matching opportunities may be unknown.

There are practical lessons, as well, to be learned from each of these initiatives that could inform state policy and be applied statewide. If the practices of creating a college-going culture in GEAR UP schools are effective, how can other schools and students benefit? If PLTW schools result in more effective teaching of mathematics and the sciences in participating districts, why not make this curriculum and instruction statewide? Based on the work done through the Advance Kentucky initiative, how can access to AP and college-going level work be spread across the state?

- 2) *Greater involvement of State P-16 Council and local P-16 councils:* Should representation of the State P-16 Council and of local P-16 councils be included in the planning, implementation, or advisory oversight of these initiatives at the state and local levels, respectively? How could the State P-16 Council and local councils be involved in grant writing, structuring, formation, and implementation of proposals at the state and local level?

- 3) *P-20 data capacity and establishment of indicators of progress:* How can measurable P-20 indicators, such as students' performance data, including EPAS assessment results, as well as statewide accountability data such as high school completion, college-going rates, reduced remediation rates, college degree attainment, and workforce outcomes be used to assess the individual or collective impact of these initiatives, and also assess the effectiveness of Kentucky's P-16 councils and guide their work?

A clearinghouse of current projects that are grant-funded was suggested. Agencies, such as the National Science Foundation, have a data system whereby a grant writer can report that their proposal is informed by a current project and is building on results. Knowing implementations that don't work is just as helpful as knowing which do. Often projects are in competition for the same audience and have conflicting timelines. It was suggested that Kentucky establish a clearinghouse or an organization where project leaders can get together and learn what projects are being conducted in the state. Ms. Farris said school leadership should ensure that district grants complement each other.

Dr. Bazell said perhaps the State P-16 Council should examine this issue across and within the agencies. Mr. Daley said his area is among those with greatest health needs. His area is forming a major health summit. A county-by-county plan will be produced to address health issues. In rural areas, the performance and graduation gap has widened. The CPE data portal is very valuable. What is the state of educational health of Kentuckians? Some communities don't have access to education and resources. The data must be drilled down to the county level to identify and target specific areas of the state.

***KnowHow2GOKy
College Access
Initiative Statewide
Launch***

Sue Patrick with the CPE gave an overview of the KnowHow2GOKy college access initiative. KH2GOKy is a researched-based multi-year effort modeled after the national campaign developed by the American Council on Education, the Lumina Foundation for Education, and the National Ad Council. The CPE coordinates the Kentucky initiative with funding primarily from Kentucky GEAR UP and the National Postsecondary Education Cooperative. The initiative is designed to empower young people beginning in grade 8 to know how to plan academically and financially for, enroll in, and succeed in college.

KH2GOKy was launched May 29, 2008, at the Capitol in Frankfort. Mass media and grassroots are components of the initiative. Key audiences include at risk-middle and high school students, returning adults, potential transfer students, and potential GED students and GED graduates.

Ms. Patrick gave Council members an overview and highlights of the KH2GOKy Web site. Members watched highlights of the KnowHow2GO television advertisements and viewed pictures from the May 29 launch. Kentucky has free access to all KnowHow2GO materials developed by the Ad Council and the Lumina Foundation for Education, and the American Council on Education. Since the CPE is a state partner, any educational entity in the Commonwealth can go to <http://www.knowhow2goky.org/> and download print materials and videos free of charge.

Regarding the transfer component of KH2GOKy, the CPE, with the Kentucky Community and Technical College System, will publish a transfer handbook that will be available at transfer fairs. The KCTCS will disseminate the publication this fall. The handbook is built into the KH2GOKy Web site.

The adult initiative includes Project Graduate. Toolkits will be developed for adult education instructors to recruit students and help them transition into postsecondary education. In the future, an outreach will be made to any returning adult to postsecondary education (both students with some college credit hours and those who are entering for the first time).

The Web site has a thorough tracking system, including a count of the number of visits to the Web site. The KH2GO staff asks that the State P-16 Council and local P-16 councils be involved in meeting the goal to implement KH2GO in various regions across the state

Information about paying for postsecondary education is provided via links to the www.GoHigherKy.org Web site, which has comprehensive information on paying for college, grants, scholarships, financial aid, Kentucky Higher Education Assistance Authority, and Kentucky Educational Excellence Scholarship funds, etc.

Members discussed the importance of developing the mentor link to include some specific career information, opportunities for internships, etc. Also suggested was building a retention program similar to the recruitment program. Ms. Patrick asked that members visit the website and send comments to her. The website is in constant development. Dr. Bazell reported that the links have been sent to the local councils. Among the responses is one from a community college president regarding plans for a five-county campaign.

***NewCities Institute and
the Partnership for
Successful Schools***

Sylvia Lovely of the Kentucky League of Cities, Tom Prather of NewCities Institute, and Carolyn Witt Jones of the Partnership for Successful Schools presented information regarding the merger of the Partnership for Successful Schools with NewCities and Kentucky League of Cities.

The Partnership for Successful Schools began 17 years ago. It sponsored the Kentucky State Scholars program and a variety of research projects, literacy initiatives, and partnerships with employers. The NewCities Institute is the nonprofit corporation established by the League of Cities to research, study, educate, and innovate communities about civic engagement. These two nationally recognized nonprofit organizations based in Kentucky plan to merge their efforts in order to intensify the processes and results of community engagements.

The newly merged group will return to the State P-16 Council in one year and share five case studies where a mayor, judge executive, superintendent, and school district have worked together to increase academic achievement and increase the number of citizens who are actively engaged in ways that make a difference for students. New ideas and innovation are needed if Kentucky is

going to continue to improve education. In order to sustain local action, community engagement must be considered both a process and a system.

The NewCities Institute is a separate nonprofit agency. The Institute's mission is to mobilize citizens with an intensive effort between the NewCities and a community to engage the citizens to build a roadmap for the future. It is more than visioning and strategic planning and more than facilitation. NewCities is about process and substantive change that ensures the long-term vitality of a community. A community must change the things it can to keep and attract people and businesses.

Ms. Lovely introduced Tom Prather, executive vice president for the NewCities Institute. Communities can be successful only through education; there is no other path. Local appointed and elected leadership are a missing component in discussions about education. They have an obligation and a responsibility to contribute and participate in education issues. The merger of the Partnership and NewCities can produce a strong voice in support of helping communities in a sustainable way. Civic engagement must be connected with economic development, workforce development, etc. to form a comprehensive picture of healthy communities. The formula NewCities uses is wealth (economic and social) equals quality of life. The intersection of workforce development, economics development, government inclusion, and local school officials is where the greatest traction can be found. One powerful piece of research would be to actually interview children across the state who are at various achievement levels and ask the question, "What would it take for you to stay in your local community and be engaged in some enterprise that could earn the kind of living that you want to have for you and your family."

NewCities is seeking nominations for "Best Practice Communities"—a community with an enterprising superintendent, a forward thinking mayor or judge executive, and supported by citizens ready to be engaged in this work.

Dr. Bazell noted the NewCities' suggestion that every local P-16 council include a mayor in its membership. A change in terminology was suggested. When speaking of including "business leaders," the suggested term is "influential employers" because in some areas the largest employers are not seen as businesses. In fact, the largest employer in some areas of the Commonwealth is the local school district. Mr. Prather asked for the Council's ideas, response to the merger, and suggestions. The merger will be formally announced in August or September of this year.

The NewCities and the Partnership will be co-branding three pieces of research around community engagement: (1) Northern Kentucky Area Multiple Communities and Their Schools, (2) Greater Owensboro Alliance for Education, and (3) the challenge and successes of school and community engagement. A protocol has been developed that NewCities and the Partnership will suggest that communities use.

***Election of New State
P16 Council Chair***

At the April 1999 joint meeting of the Council on Postsecondary Education and the Kentucky Board of Education, at which the state P-16 Council was formed, members decided that the chair of the State P-16 Council would alternate annually between the CPE and KBE.

MOTION: Dr. Bazell, on behalf of Interim President Cowgill, nominated CPE member Donna Moore (who serves as one of CPE's representatives on the P-16 Council) as chair of the State P-16 Council for the next year (ending June 2009). Mr. Daley seconded the motion.

VOTE: The motion passed.

Other Business

Dr. Bazell shared copies of the article on Kentucky's P-16 Council that was printed in the June 5, 2008, edition of *Education Week*.

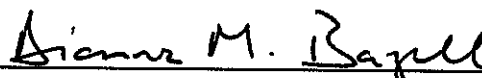
Debbie Hendricks discussed possible meeting dates for 2008-09. The September 2008-June 2009 meetings will be held at KDE offices. The next two meetings will be September 17 and December 15. The March and June 2009 meeting dates will be discussed at the September 17 meeting.

The Council presented Chair Jeanne Ferguson with a plaque in honor of her service to the Commonwealth and the State P-16 Council.

The next State P-16 Council meeting is September 17, 2008, in the Board Room of the Kentucky Department of Education.

Adjournment

The meeting adjourned at 1pm.



Dianne M. Bazell, Assistant Vice President
Academic Affairs
Council on Postsecondary Education



Jerry Ann Warmouth, Executive Secretary
Academic Affairs
Council on Postsecondary Education